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ABSTRACT

These educational guidelines and procedures were developed after extensive review of current education programs for the Sac and Fox Nations of Oklahoma. The guidelines, prepared by a committee of local educators appointed by a tribal business committee, examined the anticipated needs for future generations of the Sac and Fox people. The document includes a summary of current Indian education programs available to the Sac and Fox. The guidelines call for improvements in twelve areas: (1) higher education preparation; (2) scholarships and fellowships; (3) vocational training plant and services; (4) tribally controlled primary school; (5) library expansion; (6) tribal youth leadership; (7) tribal youth employment training; (8) fundamental educational training for business committee members; (9) language/cultural retainment; (10) substance abuse program; and (11) planned parenthood (sex education). Each of these areas is broken down into goals, suggested programs of activity, guidelines and procedures to be followed, potential funding sources, and a suggested time frame for completion of the goal. There are also discussions, recommendations, and concluding remarks for each area. The document asserts that relevant educational activities and services should be imperative as the Sac and Fox tribes enter the 21st century. Recent trends in Indian education suggest that government funding for Indian education will be more limited in the years to come. This prospect means that the Sac and Fox Nation must become more active in public school education if it is to achieve results and improve the education of its children. (TES)

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PROPOSED EDUCATION GUIDELINES AND PROCEDURES

SAC AND FOX NATION OF OKLAHOMA

SUBMITTED ON THIS 30TH DAY
JUNE, 1988

CONTRACT NUMBER #B08C14207Y02B
Bureau of Indian Affairs

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Sac and Fox Educational Guidelines and Procedures

The following educational guidelines and procedures have been developed as a result of extensive review of current Sac and Fox Education programs and an investigation of anticipated needs for future generations of Sac and Fox Tribal members. The statements and suggestions should be read with an understanding that the current Sac and Fox Educational Programs (Johnson O'Malley, Higher Education, Vocational Education, etc.) are under federal guidelines and procedures (rules and regulations) as communicated by the appropriate agency. Therefore, guidelines and procedures related to these areas are not addressed in this document. However, recommendations are made for the improvement of such programs for the years to come.

Presentation Format

The Guidelines and Procedures are presented in a graphic format with clarification narrative as determined by the Education Committee. The format consists of the following:

* Area of Development - these are areas which have been identified by the Education Committee as areas of need not being currently addressed by the Nation and reflected in the 1984 needs assessment conducted by the Nation. It should be noted that those areas which have detailed narrative attached are areas in which the Nation is currently and minimally involved with at the time of this report.
* Goal - statements which reflect a general direction for activity, guidelines, and procedural areas.
* Suggested Program of Activity - suggested organizational, implementational, and evaluative activity regarding the accomplishment of stated goal.
* Guidelines/Procedures - suggested directions in standardizing practices related to serving the targeted population.

* Potential Funding - general suggestions as to where monies may be found/developed to implement suggested activities.

* Timelines - general ten year limit on meeting the suggested goals, activities of the overall program.

Preceding the suggested Guidelines and Procedures section of the report is a philosophical statement from the Education Committee and a description of current Indian tribes and the Sac and Fox Nation of Oklahoma.

Finally, this section also addresses how the Education Committee ascertained the type of needs prevalent in the Sac and Fox communities and those services addressing these needs.

Introduction

The Sac and Fox Business Committee recently appointed several local traditional and professional educators to an Education Committee with the assignment of developing guidelines and procedures in education for the next decade. The following report represents the committee's response to their assignment and the completion of several meetings conducted over a period of 6 months in 1988.

Philosophy of Committee

The Sac and Fox Nation of Oklahoma has a proud history of traditional and formal educational advocacy and attainment among its Tribal Government and members over the past years. With the emergence of educational change and refinement in the public sector in the 21st century, Tribal leadership in the Nation has suggested a review of current educational emphasis and service as provided by the Tribal Government for the purpose of qualification and update. The leadership of the Nation believes that this type of activity will assure the continuation of the educational tradition and opportunities for future generations of Sac and Fox members.

It is suggested by the Education Committee that the next decade (1989-99) of Indian Education will represent the most dynamic "decade of change" for American Indians since the beginning of Indian/Non-Indian communications. It is imperative that the Tribal Government recognize this phenomena and prepare itself and Tribal members to meet the challenge of change. Therefore, the purpose of this committee is to focus, discuss, and recommend directions for in-service education for Tribal members during the next decade of educational activity.

The Education Committee for the Sac and Fox Nation perceives education as a comprehensive experience which begins with conception and concludes with the last heartbeat of life here on earth. The Nation, as a government, should attempt to insure that every Tribal member is provided a quality opportunity to experience educational success regardless of situation or condition through its provision of services and advocacy.

Therefore, the Sac and Fox Nation's educational responsibility is to assist its membership with supportive services conducive to educational attainment and to "advocate" at the local, State, and National level for the continued progress of education for all Sac and Fox Tribal members.

Current Indian Education Programs

Literature reflects an array of Indian educational programs among Tribes whose major function is the provision of service organized and sponsored by Tribal governments throughout the United States. These programs consist of such areas as JOM, Title IV, Higher Education, and Adult Education. For example, many Tribes offer only the service of providing higher education monies (opportunity) for Tribal members who want to go to college. Or they may have "services" available for those students who "need" financial assistance in "staying in" public schools. An examination of the average Indian Tribe and its educational services component reveals such service activities as: 1) Higher Education; 2) Vocational Education Opportunity; 3) Secondary Education/Elementary Education Service (public school support) JOM, Title IV, Bilingual Education services; 4) Early childhood services Headstart, Early Intervention Programs; 5) Youth Leadership; 6) Community Education; 7) Cultural Education.

Sac and Fox Educational services in 1988 suggest a pattern of services and program offerings similar to that of the average Indian tribe in the United States.

A review of Sac and Fox Nation Education programs reflect minimum services in comparison to the educational needs of the community. (The community is defined as encompassing a service area fifty miles from the Tribal headquarters). The following programs and service descriptions represent the extent of educational activity for the 1988 fiscal year:

* Higher Education Assistance - This program provides financial assistance for Tribal members attending college and consists of monies for books, tuition, fees and living allowance according to College financial need statements.
* Adult Vocational Training - Provides financial assistance and placement for Tribal members wanting to receive training in trade schools or state vocational schools. Service provided includes assistance and counseling for placement.
* Johnson O'Malley Program - Provides supplemental assistance to Tribal people attending public schools 0-12 grades. Services include parental support, tutorial assistance, summer programs, and community participation.

Methodology of Examination

The Education Committee utilized three basic survey techniques in determining the current educational conditions, needs, and formulating guidelines and procedures. These techniques were supplemented with activity from the education division of the Nation including:

* Surveyed current Tribal educational needs and compared these needs with the current educational services being provided.
* Reviewed current Tribal educational literature in order to understand what other tribes are currently involved within education.

* Conducted personal interviews with Indian education professionals regarding Sac and Fox current educational needs and future projections.

Guidelines and Procedures

Upon completing the review of research about the current education program in the Sac and Fox Nation, the Education Committee identified the following twelve (12) areas for the development of guidelines and procedures:

1. Higher Education Preparation for Tribal members.
2. Scholarships and Fellowships for Tribal members.
3. Vocational Training Plant and Services for Tribal members.
4. Tribally Controlled School for Tribal members.
5. Library Expansion.
6. Tribal Youth Leadership.
7. Tribal Youth Employment Training.
8. Fundamental Educational Training for Business Committee members.
9. Language/Cultural Retainment for Tribal members
10. Parental Training for Tribal members.
11. Drug/Alcohol Abuse Program for Tribal members.
12. Planned Parenthood (Sex Education) for Tribal members.

The following graphs and narrative present these areas.

Area of Development	Goal	Suggested Program of Activity	Guidelines/Procedures	Potential Funding	Timelines
Higher Education Preparation for Tribal members.	To provide the means to experience, succeed, and effectively utilize higher education degree.	Establish a regular program or higher education orientation for aspiring Sac & Fox college students. This orientation program consist of the following areas: identifying and establishing effective study habits for college; personal financial management, understanding the college culture; do's and don'ts in being a successful college student means the right attitude toward academia; parental support in higher education; financial aid procedures; class schedules and location of classes.	All students who receive higher education assistance from the Nation will be required to attend the orientation program as prescribed by the Nation before attending the college. Students must provide evidence of their participation with each new application for assistance. Program will be for Sac and Fox Tribal members.	BIA Higher Education Funding Donations from individuals, organizations. Federal Sources. Financial Aid sources. Interest from Tribal Funds. Donations from local banks, businesses. State Regents for Higher Education.	Two years (maximum)
* Scholarships and Fellowships for Tribal members.		Establish program to provide scholarships and fellowships for Tribal members.	Applicants for scholarships and fellowships must meet maximum guidelines as established by the Nation or its official representative. An official line of communication will be developed and maintained with relevant colleges enrolling Sac & Fox Tribal members.		

* These two areas are similar and therefore are combined for reading purposes. A detail narrative is attached for references.

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Higher Education Preparation for Tribal Members

Research about American Indian Higher Education retention suggests that the American Indian student has the lowest retention rate of all ethnic groups attending college in Oklahoma. There is a serious need to remedy the retention rate of the American Indian college student. The Committee suggests that attention to early attitudes, habits, visions, etc. will enhance the retention of Tribal members who attend higher education institutions. It therefore recommends a program of early intervention beginning at the community level rather than when the student arrives on campus. The Nation should establish requirements focused on Tribal orientation sessions in the summer preceding a member's enrollment before higher education monies are distributed. With this type of requirement, aspiring higher education Tribal members will be better prepared to meet the rigors of academia and the university culture. Without such orientation, their chances of academic frustration and fear of failure will increase and continue to be a problem area.

In line with the philosophy of the Education Department of the Sac and Fox Nation and the stated areas of needs and priorities, it is proposed that the following general guidelines be considered as recommendations for the establishment of permanent guidelines and policies for the distribution of higher education monies to appropriate Tribal members of the Sac and Fox Nation of Oklahoma.

Types of Monies for Higher Education Distribution

Grants-Monies that are generated as a result of Bureau of Indian Affairs (federal) regulations/legislation for federally recognized tribes and relevant Tribal members. These monies are to be distributed according to the policies/regulations of the funding agency after negotiations, securement and organization. Traditionally, these monies are distributed according to the following eligibility standards:

* Must be able to prove Indian ancestry. - This is usually accomplished through the possession of a Certificate of Degree of Indian Blood (CDIB).
* Some contracts with tribes are written to include only the members of that tribe as receivers of grants for higher education.
* Guidelines could include that applicants for these "grant" monies have to be a member of the Sac and Fox Nation of Oklahoma.
* Preceding eligibility for Tribal Higher Education Grants is the "eligibility for financial aid" concept at the local higher education institutions. In other words, many of the tribes have a policy that before one is eligible for Tribal grants they must have been eligible for financial aid (federal and state according to the financial aid status reports). The student usually determines this status though the analysis of a financial aid application provided by a national research firm. Applications for such financial aid are found at the institution the student is contemplating attending. This area needs to be discussed and explained before any decision is reached on a policy for the Nation.
* Grants are monies that are awarded to the student with no pay back. Historically, grants have been "free money" to the student.

* With the regulation of the funding agency, it may be helpful for the Committee to consider a possible "pay back" policy. A person receiving "grants" must pay the money back if they do not reach a certain standard (grade, graduation, research, etc.) in completing their education. The payback concept could come in the form of service to the Nation or a direct repayment of the monies "granted" from the Nation. This concept needs to be examined legally in order to consider its implications and possibilities.

Scholarships from the Nation or Other Sponsors Affiliated with the Nation

Scholarships is a concept defined as "grant-in-aid to a student" normally based on academic achievement and/or potential for scholarship. Normally these monies are discretionary (student choice of major/tribal specific majors) and open for competition. Criteria may vary depending on the goal of the scholarship money (to reward a student, to assist a promising student, to produce tribal lawyers, administrators, etc.). At times various churches (denominations) will donate monies to a specific tribe with no strings attached. The tribe takes the monies, establishes criteria and procedures for awarding the money, and issues applications for such monies. These applications are different from the grant applications.

The Education Committee would like to suggest the following concepts in the area of "scholarships":

* Establish the concept of "Scholarship" as a prestigious award made only to those deserving students. This is done by making and adhering to quality standards. As much as possible the scholarship system must be objective and free from politics. For this reason it may be necessary to have an "external" body decide on who receives Sac and Fox Educational Scholarships.
* Scholarships should be "merit" based and not financial as understood by the current minds of people.

* There should be as many scholarships as possible. Emphasis may be placed on such areas as leadership, health, athletics, administration, law, counseling, teaching, and whatever the Nation feels is a good investment.

Regardless of the type of higher education monies distributed, the Nation must start viewing these higher education monies as "investments" rather than "opportunities" for Tribal members. The concept of investment connotates a "return" for your monies. (The receiver of Tribal monies should feel a sense of reward for the higher education monies the Nation invests in him/her). The concept of opportunity is no longer adequate for accountability of Tribal education monies. This is not to say that the Nation does not want to provide opportunities for Tribal members. This is to say that it is time the Tribal members become accountable for the monies the Nation provides him/her to attend school. In the past the "free money" and spending attitude of the aspiring Tribal student has not provided a reasonable return (graduates, hours completed, certificates, etc.). Tribal members must demonstrate more academic productivity if the Nation is to continue providing higher education. No longer will the Tribal member receive "free money" from semester to semester with no accountability.

Fellowships

These are normally monies which are paid in the form of stipends (living expense money while attending graduate school) and, sometimes, tuition, fees, and research monies to complete the masters or doctorate. These monies are also provided for postgraduate work especially when it related to studies. The Nation may want to look at this concept later in the years and possibly establish such a concept for the purpose of providing an internship in tribal administration, social work, research, health, education or some other relevant area pertinent to the long range goals of the Nation.

Fellowships usually are extremely competitive and involve a moderate to large sum of monies $5,000 to $25,000. At this time the author is not familiar with any tribe that offers fellowships to tribal members.

Recommendations

* Tribal grants should be awarded to Tribal members only and based on academic/potential/financial criteria pertinent to Tribal values and standards of education. Such criteria should include but not be limited to:

1. Must be a member of the Sac and Fox Nation of Oklahoma.
2. Must have filled out a financial aid need analysis form from the institution one plans to attend.
3. Amount of monies to be awarded will be based on the amount of monies needed according to the Financial Assistance Needs Analysis and recommended by the relevant college/institution.
4. The Nation retains the authority to award Tribal grants regardless of financial status of the Tribal member.
5. Monies awarded to eligible financial aid Tribal members will be limited to costs of books, tuition, fees, and supplies as determined by the appropriate administrators of the Education Department of the Nation.
6. Probationary concepts and conditions will remain the same as those currently in place.

* Tribal scholarships will be awarded to students as a result of the students achievement, potential, and community service. Scholarship sizes (amount of money) will vary according to Tribally determined amounts except in the case where a "sponsor" designated a specific amount of money to be awarded on set criteria. For example, a local church may want to donate scholarship money in the name of a deceased member and earmark the money for students aspiring to become a school teacher, the amount of money may be a set amount, "$250.00 per semester, until graduation with a degree in teacher education", or it may be in the form of "books, tuition and fees" for the year. Whatever the situation, the Nation has the ultimate responsibility to see that the money is awarded as donated.

It is recommended that the future scholarship monies of the Nation be prioritized in to the following categories:

1. Students who demonstrate high academic standards in their grades (overall grade point average, standardized test results, etc.) while attending the public schools of the United States.
2. Students who demonstrate high academic standards while attending the higher education institutions of the United States.
3. Students who demonstrate leadership in school, community, and related activities.
4. Students who are majoring in law, business, education, engineering, sciences, health, or other areas identified as needed within Tribal structure.

* It is recommended that fellowships be awarded to a Tribal member who has completed the undergraduate program of study and is contemplating an advanced degree. Working with the tribe upon the completion of the degree could be a requirement also.

1. Amount of money will include a living allowance, costs for books, supplies, tuition, and fees for the academic year including the summer months.
   * Students must demonstrate high academic standards in previous work and exhibit potential for research.
   * Fellowship recipient must do his/her residency with the Nation. Research topic must relate to the Nation.

Concluding Remarks

As compared to conventional higher education tribal programs, the aforementioned standards and recommendations reflect logical, long range visions in higher education. Such vision is imperative if the Nation is to continue its service activity in higher education for the Tribal members. Monies are limited more today, 1988, than previous years. Because of this limited money, Indian people are going to experience, once again, a decrease in educational attainment in higher education. It is critical that the Nation "invest" its higher education money wisely. As a result of this investment, Tribal members will receive a quality "opportunity" to succeed in higher education. Without this type of refinement in higher education service areas, the Sac and Fox Nation will witness a steady decline in public school Tribal graduates.

Area of Development	Goal	Suggested Program of Activity	Guidelines/Procedures	Potential Funding	Timelines
Vocational Training Plant and Services	To provide opportunity for vocational training at a tribal site for members.	Research the requirements for securing a vocational plant site on tribal lands according to local, state, and federal guidelines. In cooperation with relevant entities initiate the necessary action required to begin preliminary plans.	Conduct needs assessment reflecting vocational areas to Tribal members. Conduct hearings on the subject with Tribal members and staff. Bring in consultant(s) to hear proposal and make suggestions on direction. Visit other tribes with similar projects and inquire about how such came about. Set up dates when reports will be filed with Tribal Council and discussed at the Tribal Council meeting. Establish position and strategies paper for presentation to Tribal Council. This paper should have all necessary steps to securing the vocational plant and a precise timeline for the completion of such endeavor.	Local, State, Federal sources. Tribal funds for the preliminary plans.	Five (5) years.

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Area of Development	Goal	Suggested Program of Activity	Guidelines/Procedures	Potential Funding	Timelines
Tribally controlled Private School	To provide a quality meaningful education for Sac & Fox Tribal members on a continuous and permanent basis.	Establish a primary school to located on tribal land for for the education of Tribal members. School will have the standard curriculum as prescribed by State standards. School will maintain a staff of certified, quality, professional educators with preference going to Sac & Fox educators, Indian educators, and finally, non-Indian educators or staff. School will have an element of "Indian education culturally related academic needs" incorporated into the curriculum to the extent that a positive image of the American Indian, Sac & Fox Nation, and one's identity will be a stated goal. This is not to say that the school will be an "all Indian school" but will attempt to reflect the values necessary to succeed in today's world and to maintain respect for the Sac & Fox community and way of life.	Establish a committee to research the concept and develop a position paper for the purpose of planning funding, and implementing the proposed school. Conduct official meetings with State, local, and Federal officials for their input, suggestions and concerns regarding the school. Present the paper at a later council meeting for approval and future directions. Areas to be examined in the paper should include, but not be limited to such areas as: Federal requirements State requirements Funding sources Curriculum requirements Staffing requirements School population Land legalities Tribal status Political concerns Construction Transportation	Federal Indian Funding Educational areas. Local and Tribal tax base. State support. Private support. Tuition charge.	Seven (7) years.

Tribally Controlled School

The Education Committee suggests that the potential for the establishment of a Tribally controlled school is good here in Oklahoma. As of the writing of these Guidelines and Procedures, Oklahoma has only one tribally controlled school located in the Cherokee Nation (Sequoyah). Though the state entities may differ, the Nation is capable of supporting such activity under its legal relationship with the United States Government and the potential funding as a result of this status. The Education Committee feels that until Oklahoma Indian tribes begin to demonstrate their capacity in education, Tribal youth will continue to be "conditioned" to the white middle class values as taught in the public schools of Oklahoma. The Committee believes that as a result of this type of instruction in the public schools, Tribal youth often face "value clashes" which result in confusion which has been proven to positively correlate with low academic achievement of Indian students in the public schools.

In addition, research has demonstrated an absence of "Indian parental participation" in public schools because of the lack of public school identity within the Indian communities, among other conditions. Considering that the state has historically been unable to listen to the concerns of the American Indian citizen, it is suggested that these previous conditions will continue to exist. The Education Committee suggests that the need for basic education and relevant enhancement and reinforcement can be met by the establishment of a "tribal school" located on tribal land, supported by tribal funds, taxes, state and federal funds, and even possibly, tuition charges to non-tribal members.

It is suggested that the school's first priority would be the physical safety of the student. Second priority would be the quality basic education training of the student in line with relevant cognitive, effective, and psycho-motor areas. In order to accomplish the basics of the suggested school, it would be necessary to hire the "best education staff" possible. The foundation to the success of the suggested tribal school is to be found in the support of the Nation, professional staff, and a valid philosophy. The Committee suggests that the time is conducive to such activity, the professional staff is available, the monies are there, and the students still have a realistic need to succeed. The key question is, "is the Tribal leadership willing to shoot for such goals?"

Area of Development	Goal	Suggested Program of Activity	Guidelines/Procedures	Potential Funding	Timelines
Library Expansion	To provide additional library services to the Sac & Fox community through books, educational activities, lectures, children's plays/ reading and traveling library truck or van.	Increase the volume of books at least 400% of what is currently in the library. Develop a "library curriculum which will be used throughout the year. This curriculum could consist of specific library goals/objectives for the community and include such activities as taking the library out into the community; providing unique library services to Tribal members and staff; hosting special days (children, adult, and student); developing a special collection of Sac & Fox materials; holding literary contests; etc..	The current library staff is doing an excellent job with what they have. With additional funds they will be better able to initiate the suggested program of activity. ascertain the type of services wanted and needed in the community. Develop a committee of Tribal members who will be able to provide suggestions and direction for the library. Develop a "curriculum guide" for the library which will be utilized during the course of the year as a record of goals/ objectives/activities/visitations. Set a goal for the number of activities to be held during the library year. Maintain a continuous list of needed materials. Work with the Tribal Planner in identifying and attempting to secure funding for the maintenance of the library.	Federal sources. State sources. Donations from the private and public sector. Library dues from people who use the library.	5 years.

Area of Development	Goal	Suggested Program of Activity	Guidelines/Procedures	Potential Funding	Timelines
Tribal Youth Leadership	To provide practical, activities for and among Sac & Fox tribal youth pertinent to the development and retention of tribal leadership in the Sac & Fox.	Year long field experiences and intensified summer activities sponsored by the tribal education program in cooperation with the community and tribal council.	Tribal members 21 and under. Minimum of two-week summer camps/other activities. Curriculum development training workshops for directors, aides, counselors. Development of relevant proposal funds should be initially provided by the tribe with later funding being provided by federal programs such as: JOM, Title IV, Higher Education, and JTPA.	JOM (BIA) IEA of 72, Part A or B. Private or church foundations. JTPA Funds.	Within a 3 year time-frame from 1988. The program should become fully operational by 1991.
Tribal Youth Employment Training.	To provide training and assistance in securing and maintaining employment thus enhancing tribal youth productivity as a member of the tribe and citizen of the state.	Establish the areas of need and problems within the concept of youth employment and develop a comprehensive curriculum of preparation. Include year long training in areas such as developing resumes, practicing interviews, filling out applications, punctuality, self-responsibility, team participation, how to budget your payroll check scheduling your time, job performance, etc.	Tribal members 30 and under with priority going to the under 21 age category. Must be actively seeking employment and enrolled with state employment agency. Must attend at least 75% of relevant tribal activities regarding the program. Must have transportation. Must produce portfolio for tribal program and employment agency for future references.	JOM JTPA Funds. Tribal Funds. State Funds. Merchants and local businesses.	

Tribal Youth Leadership

The Nation currently has some emphasis within this area of Tribal youth leadership with its activity in the Sauk Youth Project which prepares Tribal members to meet the experience of receiving large amounts of Tribal per capita payments. From all indications the Sauk Youth Project is "on target" with its emphasis on "how to's" with the young people of the Nation. Therefore, it is suggested by the Education Committee that, if possible, the Sauk Youth Project provide the catalyst for the formal development and continuation of the suggested Youth Leadership aspect of the Guidelines and Procedures.

This means that proposed programs (as suggested) under youth leadership be submitted as part of the Sauk Youth Project for the years to come. The Education Committee suggests that the spirit of youth leadership is already in the Nation with the Sauk Youth Project. With a little financial, political, and community support the youth leadership concept could blossom into one of the leading Tribal Youth Leadership projects in the North America Indian Nations.

Tribal Youth Employment Training

There is a need for the Nation to be involved with preparing its young Tribal membership to meet the experience of "earning a living" while they are still in the community. From all indications, young Tribal members have difficulty obtaining employment. Assistance in "how to be employed" will not eliminate this problem, but it will contribute significantly to alleviating the "lack of confidence" problem preceding gaining employment. In addition, such assistance will help the Tribal member later in life as he/she continues their quest for survival. Once again, the Sauk Youth Project may take the lead in this area. Learning how to write a resume, how to interview and be interviewed, how to dress appropriately (if possible), how to follow-up, how to work, are all extremely critical to success in employment. The Nation could be of tremendous assistance to young Tribal members in this area with its array of professional staff and experiences.

Also, it is possible that the Job Training Partnership Act aspect of the Nation might be a contributing factor in meeting this goal. It is suggested that the staff of the Sauk Youth Project and JTPA discuss and coordinate relevant activities for the benefit of tribal youth.

Area of Development	Goal	Suggested Program of Activity	Guidelines/Procedures	Potential Funding	Timelines
Fundamental Education Training for Tribal Business Committee Members.	To provide sensitivity and familiarity training in education areas relevant to effective decision making and long range planning for Bae & For educational services.	Identify informational area of need among conventional Tribal Business Committee members are related to educational programs, monies regulations, evaluation, and program development. From this activity, establish a content curriculum which may be used to sensitize and familiarize Business Committee Members and utilized as a resource in educational decision making impacting the Nation. Development and implement orientation session(s) on local, state, and federal Indian education for current and future Tribal Business Committee Members. These orientation sessions should be practical and relevant to a Business Committee Member's responsibilities in providing direction for the Nation and its members. All newly elected Tribal Business Committee Members should be required to attend a minimum of two (2) orientation sessions.	Participation is limited to Tribal Business Committee Members and their aides. All Business Committee Members must attend a minimum or two (2) orientation sessions to be scheduled at their convenience and not to conflict with work or regularly scheduled Business Committee meetings. A handbook will be developed and utilized during the course of a Business Committee Member's term of office as a resource on Indian education. Handbook will be monitored and updated on a regularly scheduled basis in order to assure up-to-date educational information for the Business Committee Member.	Possible BIA Funds under a "pilot management project". Tribal Funds. Possible research project with local university.	By the next election year.

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Educational Training for Tribal Business Committee Members

The committee suggests that familiarity and sensitivity in Indian education would enhance the potential to achieve the suggested educational goals as recommended in the Guidelines and Procedures. Many new tribal Business Committee members, like new members to any board, have a learning lag time upon their arrival to new responsibilities. It is suggested, that with early orientation, the new member will be better able to make quality decisions impacting constituencies. Indian education is complex. When one considers that all federal Indian education legislation has a detailed political history preceding its enactment, it is amazing that professionals in Indian education are not lawyers. You must be able to comprehend the pre-history of Indian education before you can make quality decisions focusing on current Indian education. For example, many of the tribes in Oklahoma are not aware of the current conditions of "Impact Aid" monies centered around the American Indian student. If they were familiar with these conditions, we would probably have more tribal input in the directions of public schools (some local Oklahoma schools receive over 75% of their operating funds as a result of Indian students living on federal tax exempt land). (These schools are required to have "Indian" input on how to expend these funds according to the regulations which govern the monies).

The Education Committee suggests that an orientation on Indian education be provided by an external source at least two (2) times during the period of a Business Committee member's term of office.

Area of Development	Goal	Suggested Procedures	Guidelines/Procedures	Potential Funding	Timelines
Parental Training.	To provide a program of effective child rearing practices for new and young Sac & Fox parents.	* Develop a community wide (sessions held in the community) "effective child rearing" program with content reflecting such areas as Home Activities Impacting the Development of Personality in Sac & Fox Infants. Drug and Alcohol and Its Effect on the Indian Family. Traditional versus Conventional Child Discipline Among Sac & Fox Families. Cooperative and Competitive Values Among Sac & Fox Indian Children and the Public School. Traditional Sac & Fox Family Values and the Public School. Family Activities which positively affect the Academic Achievement of Sac & Fox Children. Sac & Fox Parents and Public Schools Understanding One Another. Sac & Fox Family Communications and Public School Communications and the Impact on Sac & Fox Students. Communicating with your Sac & Fox Child. * These are just examples of a few courses that could be offered during the program years. During the course of the first year additional courses would be developed and offered.	Participants must be a parent of Sac & Fox tribal member under the age of 18. There should be some type of incentive aspect for the program as it involves getting the parents to attend the sessions other than the parents having children. With all due respect, history has demonstrated that the parents have a difficult time participating in activities (calling for their time) involving their children. Program might want to provide transportation in cooperation with a local church. A parenting mentorship type of activity might help alleviate expenses. Rather than hiring consultants the program might want to ask for volunteers to present from courses. These volunteers could be Indian parents from the local community or other Indian communities in and around the Sac & Fox lands. All sessions should be video taped for expansion and future resources (parent training aides).	Headstart. Indian Child Welfare Program. Various Federal sources as identified by the tribal planner. Possible private funds from church denominations.	Three (3) years with start up schedule for the summer of 1989.

Parental Training

The Education Committee suggests that "learning begins in the home" for all children regardless of race. Many young parents do not have the luxury of knowing how to be effective parents and therefore, may provide a weak base of growth and maturation for their offspring. Some of the homes are not the best learning environments for the children. As a result, such concepts as "home values" instilled in children often clash in various social settings, such as public schools, when the children reach the age of socialization. For example, parents need to understand that personality is developed at a very early stage of growth. This means that the child learns behavior, attitude, etc. while in the presence of parents(s) and grandparents. If the behavior is unacceptable to society, chances are the child will face frustration, fear, insecurity, etc. in that social setting, until he/she learns the acceptable type of behavior expected. The period of time between demonstrating the behavior and changing the behavior is considered as the critical time for permanent behavior development in the child's life. It is critical that parents understand children as much as possible before they have children rather than after they have them and learn at the expense of the child.

This suggested situation is even more complex for the Indian parent who wants to raise his/her child with Indian values and non-Indian values at the same time, believing that the child will have to learn how to succeed in the non-Indian world as well as the Indian world.

The committee suggests that the Nation could provide valuable insight and service to the younger parents in raising their children and understanding what is important to the child later in life. A possible peer parent group could be formed to help parents help themselves in the raising of their children. This type of service would have a positive pay off for the Nation and the children late in the 21st century.

Area of Development	Goal	Suggested Procedures	Guidelines/Procedures	Potential Funding	Timelines
Language/Cultural Retainment Program.	To provide means for the retention of Sac & Fox language and culture among tribal members.	Establish a program or program emphasis in teaching Sac & Fox language and culture in the community and at the tribal complex. Establish a curriculum of language and cultural maintenance to be drawn from tribal membership. Offer the curriculum in the form of "classes" in Sac & Fox language and at no cost to tribal members. From the activity, develop a "booklet" on Sac & Fox language and culture to be made available to all members and interested people. Conduct childrens plays using Sac & Fox language and culture to be offered through the library on a regularly scheduled basis. Presentation of talent in a public setting (singing, talking).	Program will include the basics of Introduction to Sac & Fox Language I, Elementary Sac & Fox Language, Intermediate Sac & Fox Language, Sac & Fox Discussion and Composition. Individuals wishing to take advantage of such offering must be of Sac & Fox blood and follow the above sequence unless they can test out of such sequence. Tuition will be charged to individuals who are not members of the Sac & Fox Nation. Individuals enrolled in the classes must demonstrate progress through public participation and maintenance of records indicating progress in class. Special emphasis will be on/in early childhood development areas and elderly people.	Bilingual Federal Funds. Multicultural State Funds. Tribal Funds.	Three (3) years.

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Area of Development	Goal	Suggested Procedures	Guidelines/Procedures	Potential Funding	Timelines
Drug/Alcohol Abuse Program.	To provide preventive, educational, and treatment services in chemical dependency for Sac and Fox tribal members.	Expansion and reinforcement of current services to include a series of community workshops, tapes, speakers, and other activities for the prevention of alcohol/drug abuse. Cooperative services between local and state service areas as related to treatment. Development and dissemination of educational literature. Peer Counseling Activities. AA Chapter. Continuous Drug Abuse Research among teenagers in the Sac and Fox communities. Development of communication network with the Cherokee Nation and their center in Tahlequah. Indian Community will develop a community program with assistance from the tribal entity. Community will set a goal of impacting as many community people as part of its program.	Ascertain the degree of the drug/alcohol problem within the community of the Nation. Develop or reinforce the current program with information taken from the research conducted. Focus on elementary and secondary tribal members. Parental involvement is a must in the early stages of development. Parents must attend sessions on drug/alcohol abuse in Indian communities. Special funding will be developed and set aside for community program aspect of the drug/alcohol program of the Nation. Literature will be developed regarding drug/alcohol problems to be disseminated throughout the community. Instruction within the program will consist of computers and software as well as the conventional mode of instruction.	Tulsa has a Drug & Alcohol Abuse Indian Center. It is suggested that this center be contracted and utilized as a source for securing funding. Federal Funds. State Services.	Two (2) years.

Area of Development	Goal	Suggested Procedures	Guidelines/Procedures	Potential Funding	Timelines
Planned Parenthood Program (sex education)	To provide educational services in sex education for the prevention of diseases and unwanted pregnancy among teenage and young adults of the Sac & Fox Nation.	In cooperation with Planned Parenthood of Oklahoma City or Tulsa, plan and implement a preventive, educational, referral program of planned parenthood within the Nation and communities. Offer assistance in obtaining medical/counseling service to tribal members. Develop community committees to address the local problems which will involve the public schools, Indian parents, churches, and businesses. Develop visual instructional materials to assist in the communication. Focus on the elementary and secondary areas. Train and employ tribal members to be counselors/ workshop facilitators for the program.	Program is available to tribal members who live in the service area of the Nation. Priority will go to the teenager. Parents must participate.	Federal Funding supplemented with Tribal Funds. State Funds.	Two (2) years.

Concluding Remarks

With the advent of the 21st century it is imperative that the Sac and Fox Nation of Oklahoma lay the foundation to relevant educational activity and services for its tribal members and commit itself to the funding (investments) of such activity. Recent trends in Indian education suggests a reversal of moderate federal funding to minute federal funding for Indian education in the years to come. Also, state entities have refused to consider Indian education as a legitimate area of state funding and will continue to do so in the years to come. This means that the Nation will have to become more active in the public school education of its tribal members if it is to meet its purpose as a form of tribal government representing and providing services conducive to the well being of its constituencies. Where public schools fail, the Nation must reinforce and do what is necessary to maintain the intellectual and emotional health of its membership. To ignore this situation and potential condition would mean "re-building" and losing the momentum built up over the past 100 years in Indian education. Our future generation of Sac and Fox tribal members are entitled to more from the current leaders (parents, grandparents, teachers, etc.). As current members of the Education Committee and Nation, we must do even a better job (considering the conditions) of preparing our children than our forefathers. In order to lay a productive foundation for the future education of tribal members, we must commit, support, and lobby politically for Indian education at the state and federal level.

To say that adherence to the stated Guidelines and Procedures will resolve the dilemma of Indian education in the future would be ludicrous of us as responsible leaders. However, the Guidelines and Procedures represent the foremost ingredient, awareness, in the formula of educational success for Sac and Fox tribal members of the year 2000. This paper is presented as a preliminary planning tool for a systematic approach that will provide basic structural needs in education direction for the Nation. We, as a Committee of concerned Sac and Fox Tribal members and friends, feel confident that we have contributed to the success formula for future generations.

Thank You.